



**SOPPAS
SUMMATIVE EVALUATION FORM
FOR TEACHERS**

Teacher:

Evaluator:

Principal:

Date of Conference:

Grade(s):

Subject Area(s) Observed:

Observation Date(s):

Tenured Teacher

or

Non-Tenured Teacher

COMPONENT 1: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the Montana content standards and the district curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state assessment levels of performance where applicable.
- The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.

Narrative:

Satisfactory

Unsatisfactory

COMPONENT 2: CLASSROOM ENVIRONMENT

- The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and make resources accessible to all students.

Narrative:

Satisfactory

Unsatisfactory

COMPONENT 3: INSTRUCTION

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

Narrative:

Satisfactory

Unsatisfactory

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school, district, or students.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Narrative:

Satisfactory

Unsatisfactory

COMPONENT 5: STUDENT IMPROVEMENT

- The teacher uses school goals from the school improvement process to set his or her annual data driven goal(s) for student improvement. Data used to establish goals shall include school accountability data, state assessment data where available, and classroom based assessment data, where available.
- The teacher uses assessments and scoring criteria that accurately measure progress towards the student improvement goal(s).
- The teacher has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.
- The teacher reflects on goal setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

Narrative:

Satisfactory

Unsatisfactory

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

SUMMATIVE EVALUATION RATING:

EFFECTIVE

NEEDS IMPROVEMENT

INEFFECTIVE

IMPROVEMENT PLAN REQUIRED FOR:

COMPONENT ONE:

COMPONENT TWO:

COMPONENT THREE:

COMPONENT FOUR:

COMPONENT FIVE:

The teacher and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher's Signature:

Date:

Evaluator's Signature:

Date:

Principal's Signature:

Date:

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the teacher's receipt of this form.